STUDENTS' PERCEPTIONS ON THE USE OF WHATSAPP AS A MOBILE LEARNING PLATFORM IN LEARNING ENGLISH
(A Descriptive Research at MA SWASTA DDI CITTA, Soppeng Regency)

Irmayanti[1], Syamsiarna Nappu[2], Wildhan Burhanuddin[3]

[1,2,3]English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar City, Rappocini90221, Indonesia. irma105351130616@bg.unismuhmakassar.ac.id

Article Info	Abstract
	This research aimed at findings (1) Students' perceptions on the use of WhatsApp as a mobile learning platform in learning English; (2) The challenges faced by students of Madrasah Aliyah Swasta DDI CITTA in using WhatsApp as a mobile learning platform in learning English. The methodology of this research was descriptive quantitative and qualitative method.The population is 118 students at Madrasah Aliyah Swasta DDI CITTA.The sample consist of 30 students that took randomly at Madrasah Aliyah Swasta DDI CITTA. The instruments used in this research were questionnaire and interview. The findings shows that from 20 items on questionnaire, disagree and strongly disagree has the highest percentage on positive statement. Disagree had a percentage of 30-63% and strongly disagree had a percentage of 26,67-60%.Then, agree and strongly agree had the highest percentage on negative statements. Agree had a of 20-73% and strongly agree had a percentage of of 20-70%.Meanwhile interview results show that there were three challenges faced by students in using WhatsApp as a mobile learning platform namely, students did not understand the material, bad network and internet data. Based on the data obtained, the researcher concludes that students gave negative perceptions on the use of WhatsApp as a mobile learning platform in learning English.

INTRODUCTION

Coronavirus disease 2019 (covid-19) is the latest infectious disease to develop rapidly worldwide, to extent of a severe global pandemic, which emerged in Wuhan, China. TribunNews reported that two patients in early March 2020 were the first case of covid-19 in Indonesia and it increased to more than 1,500 positive Covid-19 cases within a month. Regarding this condition, through a presidential decree the Indonesian government has established a public health emergency status (Presidential Decree No. 11, 2020).

Since the COVID-19 outbreak is still on going and there are no signs of abating, all activities are generally carried out at home through online systems, so the Ministry of Education and Culture Republic of Indonesia give a circular letter that urge to prevent the spread of Covid-19, all higher education institution leaders in Indonesia, both state and private institutions to conduct online learning (Circular of the Minister of Education and

Culture Number 36962/MPK.A/HK/2020). Thus, as one of senior high school located in Soppeng regency, South Sulawesi, Madrasah Aliyah Swasta DDI CITTA immediately replaced all forms of learning activities into online system.

Futhermore, many studies have shown the advantages of using technology in classroom instruction. According to Kuriakose and Luwes (2016) a new generation of students learners who are savvy have produced by using technological advancements to meet their needs. Technologies are often used as a tool for establishing meaningful projects to interact students in critical thinking and problem solving. Also, technology can produce an environment to develop the higher order thinking skills by restructuring and redesign the classroom with it (Kurt, 2010).

In addition, technology also increases student collaboration, because one of the highly effective learning tool for learning is collaboration. Student will learn from each other by reading the work of their peers, (Keser, et al 2011). Also, Costley (2014), conclude that a positive effect shown by using technology on student learning expectations and outcomes. Evidence also shows that technology integration is becoming more common publicly and personal schools".

Moreover, the use of technology in education field has undergone major changes, in the beginning, people only access and use it through personal computers or laptops, but today it mainly refers to smartphone, tablets PCs (Fattah,2015).Starting with e-learning then shifted to mobile learning ,mobile learning increase to be more flexible and gives freedom feeling to students (Low and O'counel,2006).

In fact, one of the platforms that is currently being used as mobile learning platform is WhatsApp. WhatsApp has emerge as very popular and has used with the aid of many people in the world. Social networking carrier is cellular based totally purposes which plan to facilitate world citizen to communicate, collaborate and share things. According to Fattah (2015) by using WhatApp technique, students got significant effects on their writing skill. start in similiarly, Hamad (2017) stated that," using WhatsApp enhance students' learning and enthusiasm , helps students to develop English skills, enriches their vocabulary , makes them learn from their mates' mistake.

As the one of Senior High school in Soppeng Regency, Madrasah Aliyah Swasta DDI CITTA also participated in reducing the spread of COVID-19 by changing the entire learning system to the online learning system. In English subject they were used WhatsApp as a mobile learning platform. In the learning process students are given materials and assignments by using WhatsApp.

LITERATURE REVIEW

Acccording to Robbins (2003), perception is the process taken by individual to govern and to interpret perception of sensory to give significance in their environment. Walgito (2002) explains that perception is a process that is preceded by sensing which is a tangible process of receiving stimulus by individuals through it is receptor tools. But the process does not stop there but the stimulus is forwarded to the center of the nervous system is the brain, and there is a psychological process so that the individual realizes what they hear and so on.

According to Walgito (2002:70) factors affecting perception can be stated several factors, namely:
  a. Perception object
  b. Sensory devices, nerves and nervous system
  c. Attention
  d. Positive perception: man or woman assessment of sure an object or records with a positive view or as expected by way the of the object perceived.
  e. Negative perceptions: individual evaluation of certain an objects or information with negated views, contrary to what is expected from the perceived object.

Mobile learning as a kind of learning model that using technology and internet and allowing learners to obtain materials anytime (Lan and Sie,2010). According to Low and O'counel (2006) mobile learning increase more flexible and gives freedom feeling experience to students. Laurillad and Pachler (2007) defined mobile learning is being the digital support of adaptive, investigative, collaborative, communicative and productive learning activities in remote locations, proposes a wide variety of environments in which the teacher can operate.

Makoe (2010) claimed that as the mobile learning concept implies, the pedagogical approach places the student at the center of learning process. Access information when they need, responsible for own learning, learning with their learning speed, create and share new information, discovered and use their learning style, study with their peers collaboratively, evaluation themselves and other groups are the roles of learners.

According to Bouhnik and Deshen (2014) there were three challenges on using WhatsApp as mobile instant messaging between teachers and students, the challenges as follow; The fact showed that not all students possess a smartphone or the application, it confirmed as the main technical challenge. If the class ha such students and they are very few, sometimes the teacher are obligated to be sensitive and to keep up the connection with those students through other means, usually by simple text messages.

The fact showed that not all students possess a smartphone or the application, it confirmed as the main technical challenge. If the class ha such students and they are very few, sometimes the teacher are obligated to be sensitive and to keep up the connection with those students through other means, usually by simple text messages.

Another challenge for the teacher is academic challenge because the students tent to use slang and less formal language even when they are interact in academic context. Teacher tent

to correct mistakes and inappropriate phrase choices in formal notebook assignments, the next challenge was teachers' availability, in this case the students demand solutions here and now. It does not encourage the students to delay immediate gratification by trying to tackle the task by themselves.

METHODS

The design of the research was descriptive quantitative and qualitative method In addition, this research is a combining two forms of approach namely quantitative and qualitative. Thus this research aims to analyzed and described the students' perceptions on the use of WhatsApp as a mobile learning platform in learning English. This method was described and interpreted the object in accordance with reality.

Instrument

Questionnaire

The questionnaire consists of 20 statements, there are 10 positive statements and 10 negative statements, which is use to know the students' perceptions on the use of WhatsApp as a mobile learning platform in learning English. The questionnaire statements were subcategorized into 5 groups, that is 5 items affect, 5 items perceive learning outcome, 5 items attitudes, 2 items motivation and 3 items anxiey.

The questionnaire was adapted from Kaid and Rasyad (2019).The researcher adapted the questionnaire because the items consist of statements that are similar with the things that wanted be asked by the researcher to get the data. For the analysis this item, an alternative answer could be strongly agree, agree, undecided, disagree, strongly disagree.

Interview

In this research the researcher used semi structure interview which include in-depth interview category to get information about students' perceptions on the use of the use of WhatsApp as a mobile learning platform in learning English.

To obtain the information through interview, the researcher was asked 5 questions to the respondents, the questions in interview was adapted from similar previous researches by Salwianto and Rahayu (2019).The information is obtain directly from the students through online system. The researcher was used mobile phone as instrument to record the information from the students.

Data Analysis

To analyze the questionnaire, the researcher was used Likert scale into five Scale namely, SA (Strongly Agree), A (Agree),U (Undecided), D (Disagree), SD (Strongly Disagree),they scoring will be as follow:
1. The Likert Scale and Scoring

Positive statement, 5 x 30 = Strongly Agree, 4 x 30 = Agree, 3 x 30 = Undecided, 2 x 30 = Disagree, 1 x 30 = Strongly Disagree. Negative statements, 1 x 30 = Strongly Agree, 2 x 30 = Agree, 3 x 30 = Undecided, 4 x 30 = Disagree, 5 x 30 = Strongly Disagree.

2. After the researcher administrating the fulfilled questionnaire, the researcher counted the total answer for each answer category which existed in each aspect.

3. Then, the data obtain from the questionnaire analyze by used the percentage technique.

$$p = \frac{f}{n} \times 100 \text{ \%}$$

Where :

P : Percentage

F : Frequncy of items

N : Total of responden

100 : fixed number

(Sugiyono,2012:95)

In addition, after the researcher had finished calculating the percentage distributions. The researcher described each statement on the data. To analyze the data from interview, the research was applyed the procedures as follow:

1. Transcribing

2. Classifying

Furthermore, the researcher made a summary from the result of the questionnaire and interview to know students' perceptions on the use the use of WhatsApp as a mobile learning platform in learning English.

RESULT AND DISCUSSION

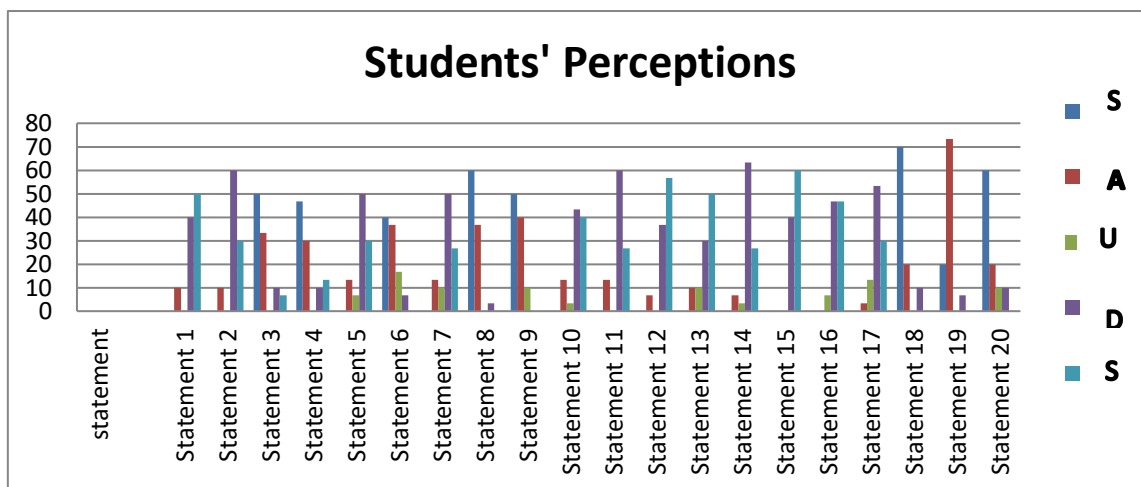1. **Students' Perceptions on the Use of WhatsApp**

FIGURE 4.1 CHART OF STUDENTS' PERCEPTIONS

Based on figure 1 it can be seen that from 30 students had negative perceptions on the use of WhatsApp as a mobile learning platform in learning English. On positive statements, the result of questionnaire showed that most of students chose disagree and strongly disagree options, therefore it has the highest percentages. Besides, on negative statements, most of students chose strongly agree and agree options, therefore it has the highest percentages.

On affect aspect,they though that learning English using WhatsApp not recommend because they do not like the way teacher deliver material and they do not want to use WhatsApp in the future, they felt frustrates during used it. In the other hand Gasaymeh (2017) has been proven that students gave positive perceptions of the use of WhatsApp to support their learning. It was supported by Kind et al.(2012) creative teaching as encouraging a teacher changing the teaching methods whenever necessary.

On the perceive learning outcome aspect, the student recognized that WhatsApp as a mobile learning platform provide the feature that does not meets their learning needs, WhatsApp does not help their performance so it does not improved their skill in learning English, another recognition was most of them do not actively participate in WhatsApp group discussion so they did not understand the material. In accord with research conducted by Nuraeni and Nuramalia (2020) who claimed that one of disadvantages of using WhatsApp was some students as a a silent reader and do not participate in the discussion.

Therefore, Hayati (2020) proved that, the teacher and students had positive perceptions of using WhatsApp as media in teaching and learning English were considered as useful and meaningful, there some improvement in class discussions, students more and enthusiastic and experience more active. This views was in line with Centinkaya (2017) who found that using WhatsApp in their courses by sending messages with images were more effective for their learning, students developed positive opinions and it also take place unconsciously.

On attitude aspect, they thought they were disagree that WhatsApp made them more productive and improve the quality of the interaction the English teacher because not all of them felt confident to chat with the English teacher. It was in line with Clement & Krudenier in Fallah (2014) who wander and stated that second language communication self- confidence is defined as a composition of discover communication competence second language and lowering level of of anxiety over learning or using the language. It also in accord with Mbukusa (2018), he proved that WhatsApp can be the one the resourceful teaching methods to attract students and increase ideal contribution among students' ideas and provides quicker communication and relaxed communication.

On motivation aspect which recognized that WhatsApp does not motivate them to learn English ,this view consistent with anxiety aspect where the students affirmed that they were fear made mistake during learning English in WhatsApp group, they felt nervous, anxious and tenser. It was not in accord with Awada (2016) revealed that the mediation of WhatsApp was more effective compared to the regular instruction and could increase students' motivation to learn. This agrees and support by Munawaroh (2019) who stated that the teachers and students could discuss the problems they faced. in this way students who post their work in the group and the other students gave them any comments, the teacher could led the discussion about it.

2. **The Challenges on the use of WhatsApp**

As it is known that online learning system using WhatsApp was a new experience for students of Madrasah Aliyah Swasta DDI CITTA. In their learning process with online learning system they found challenges during using WhatsApp. Based on the result of interview in findings above, the challenges that faced by students as follow:

a. Students did not understand the material

Understanding the material in learning process is something that has an impact on learning outcomes. According to Nuraeni and Nuramalia (2020) one of the disadvantages of using WhatsApp was lack of students' attention the material given from the teacher. It means not all students learn from the materials. In this case, it is certain that students' learning process is also influenced by the level of creativity of the teacher in delivering learning content. On the other hand, Malecela (2016) found that miscommunication and time consuming time was the main challenges in using WhatsApp.

It was in line with Yeboah and Dominic (2014) who claimed that on the impact of WhatsApp usage on Students' performance in tertiary institutions in Ghana, they explained that WhatsApp takes much of students' study time that results in procrastination related problems, destroys students' spellings and grammatical construction of sentences, leads to lack of concentration during lectures that results in difficulty in balancing WhatsApp activities and academic preparation and distracts

students from complementing their assignments and adhering to their private studies time table.

Meanwhile, Raiman, et al. (2017) claimed that, one of the weaknesses of WhatsApp was teacher and students could not see students when they interacted with each other, it caused some confusion in understanding the material which resulted in boredom. Kusuma (2016) also claimed that students who experience boredom of learning, achievement will decline even though learning activities are carried out routinely. In the school context, theoretical approaches and empirical results suggest that boredom negatively impacts motivation, the activation of cognitive resources, self-regulated learning and achievement outcomes (Putwain et al .2018).

In addition, Agustin (2009) explained the boredom of learning is a condition when a student feel tired mentally and physically exhausted as a result of increased academic work demands, meanwhile students who experience boredom in learning could be in short duration on contrary, they could not work or learn as expected in processing information or new experience, so the progress of learning has no progress (Muna,2013).

b. Bad Network

The network is an influencing factor for the success of learning through online system. Some of students complain that the quality of the network was sometimes not support them, so that they have to move from one place to another place. According to Warman and Astarilla (2018) students got network problems, especially for those used unpopular provider phone card. It was accord with Purba (2020), one of the challenges on using WhatsApp as mobile learning is the mobile internet connection problem. It was one of the negative aspects of WhatsApp in blended learning.

On the other hand, Simui et al (2018) found the technical difficulties that not all high school student possessed a smartphone, and then teacher reported to be annoyed by the flood of irrelevant and nonsensical messages. Students and their assumptions arose as educational difficulties on account of incompatibility of language. Moreover Udenze and Oshionebo (2020) revealed that a major challenge as discovered from both survey and focus on group is the challenge of irrelevant posts. Participant complained that some members of group post comments that are unrelated and irrelevant to the class group.

It is also consistent with Mahlangu (2018)one of the institutional challenges that can affect distance learning in higher education is difficulties in network connection. Wijaya (2018) has been proven that, even though the students enjoy the learning process but some problems arose and the main disturbance was internet connection that must be provided by the students' own effort.

Additionally, Ali et al. (2020) revealed that even though students who were passive in traditional classroom are active in WhatsApp environment to share the material and they can quickly and easy in communication, students still faced the problems and

challenges. There were some challenges on using WhatsApp, internet service issue, file size limitation, security and also network availability.

c. Internet Data

During the learning process was carried out through online system, many parties spend a lot of effort to make learning work effectively, one of the effort was internet data assistance. To support the success of learning online system or providing the distance education during the covid-19 pandemic, the Ministry of Education and Culture republic of Indonesia gave a circular letter about concerning the internet quota provision program for students (circular letter number 8202/C/PD/2020).

In fact, students who had been interviewed admitted that they are lack of free internet data, and that was one of the challenges faced by the students. In addition, the price of internet data in inland area tends to be more expensive. It was consistent with Mwakapina et al. (2016) who indicated that one of the challenges on using WhatsApp Mobile tool in second language learning is costy.

It was in accord with Orijiand Anikpo (2019) also proven that, the challenges faced by students namely, none of the students received training on the use of WhatsApp for academic purposes, high cost of data challenges, lack of competence limits the utilization of WhatsApp application, lack of power limits their use of mobile phones for browsing. This view also consistent with Gon and Rawekar (2017) stated that there were many challenges faced by learners on using WhatsApp as teaching learning tool.no smartphone, message flooding, time consuming and continuous focusing towards the mobile screen leading to ocular muscle fatigue, no efforts by some students and some learners only share material to impress the facilitator.

Agung et al. (2020) agrees that, the situation was rather frustrating for the students when the students have to spend extra money to afford the internet data which was considered very expensive for them. Molnar and Muntean (2010) also claimed that accessing mobile data still more expensive than accessing information via personal computer (PCs) and the most important concern when using the mobile phone for the learning purpose was the overall cost for majority of the participant.

Meanwhile, Aburezeq and Ishtaiwa (2013) revealed that used technology for learning was different from used it in daily life, posting high quality contribution using standard language is challenging and then user does value the significance of the availability of learning material all the time on the WhatsApp platform, but using small devices for interactive learning confused the students, simply that was not comfortable reading from small screen.

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